English Department Portfolio Evaluation Information for Students:

1. Every English 100 class at Cabrillo College includes a portfolio as part of the course.

2. Your English 100 portfolio must contain three essays: two essays written out of class for your teacher’s assignments and one in-class essay. Your instructor may also require you to include a brief cover letter to the portfolio evaluation committee about why you chose to include these two out-of-class essays in your portfolio, describing the process you went through to write and revise them.

3. The in-class writing will vary from class to class, but English department readers will expect several well-developed paragraphs in your timed writing. Please double-space and write on one side of the paper only.

4. At least one of the two out-of-class essays you place in your portfolio must be analytical. That analytical essay can be a comparison/contrast, definition, cause/effect analysis, process analysis, argument, position paper, persuasive writing, research paper, or a close reading or interpretation of a text, among many other forms of analytical writing. Your English 100 teacher will assign analytical essays as out-of-class assignments and will advise you about the essays you should include in the portfolio.

5. Your out-of-class essays should be at least 3-5 pages long (750-1250 words). The department recommends that you use a word processing program to type and double-space these essays. A plain, easily readable typeface in 12-point font should be used.

6. Your writings will be evaluated according to the course objectives for English 100. These objectives are listed on the back of this page.

7. Essays in the portfolios must be entirely free of any grades, teachers’ corrections, comments, etc., which means that you will need to print out new copies of the essays to include in your portfolio. Neither your name nor your teacher’s should appear anywhere on the essays. Instead, your instructor will ask you to use your initials or Cabrillo ID number.

8. Students with learning disabilities may do the in-class writing in the office of Disabled Student Program and Services. Your teacher has information about the accommodations available through DSPS, but it is your responsibility to make arrangements for doing the in-class writing in this way.

Due Dates: the in-class essay will be administered and portfolios will be due in your English 100 class in the last three weeks of the semester. Your teacher will give you the precise dates for your class.
English 100 Course Objectives

Students entering English 100 have an underlying grasp of English syntax; however, they often still exhibit patterns of error in their writing, including misspelling, run-on and fragmented sentences, subject/verb and pronoun/antecedent agreement, and modifier misplacement. Their writing may show limited topic development and paragraph coherence, awkward transitions between ideas, and/or unawareness of audience. Therefore, successful English 100 students will be able to:

1. Sustain focus on a topic.
2. Apply strategies to develop an essay, using a variety of narrative, expository, and analytical techniques.
3. Unify paragraphs and make clear transitions between them.
4. Devise effective introductions and conclusions.
5. Vary sentence length and establish connections among ideas, including the use of coordination and subordination.
6. Write essays free of most distracting errors in syntax and mechanics.
7. Recognize the importance in their writing of voice, tone, and careful diction in addressing an audience.
8. Demonstrate awareness in their reading of tone, implication, inference, and irony, and distinguish fact from opinion.
9. Read actively by annotating, paraphrasing, and summarizing; analyze and evaluate the ideas of other writers.
10. Examine texts carefully to identify main points and the writer’s point of view; observe the connections between individual parts and the whole.
11. Develop well-organized responses to readings and answers to questions in essay exams, drawing reasonable conclusions and using specific evidence to support main points.
12. Complete portfolios of out-of-class and timed writings that demonstrate they have met the English 100 course objectives.

ENGLISH 100 STUDENT LEARNING OUTCOMES:

1. Write essays demonstrating sustained clarity of intention, awareness of audience, and various writing techniques.
2. Articulate responses to readings in various genres.
Writing the English 100 Portfolio Evaluation Cover Letter

Dear English 100 Students:

Your teacher has given you an information sheet about the portfolio of writings you will submit to the English Department in the last part of the semester. Your teacher may have directed you to include a cover letter about your work in English 100. Here are some specific guidelines to help you plan and write the cover letter for your portfolio:

- The letter should be brief, no more than a single page.

- Your letter should be addressed to the English Department or to the Portfolio Evaluation Committee. Your cover letter is the first piece of writing that the reader will see, and it serves as an important sample of your writing. You will want to proofread the letter carefully to make sure that the first impression you make is a good one.

- The letter should explain why you have selected the out-of-class essays for your portfolio and describe the process you went through to write and revise them. The letter may also be used as an opportunity to describe your educational background and goals and to explain how you used the essay assignments to write about ideas, issues, and experiences that are important to you.

- You may visit the Aptos Writing Center/ESL Lab or Watsonville ILC for tutoring help with the letter, and your English 100 teacher may also provide you with feedback.

- Some teachers may ask their students to sign their letters with initials or a student code for anonymity.

If you have any questions about the cover letter or any other part of the portfolio, you may ask your instructor or any tutor in the Cabrillo College Writing Center & ESL Lab in Aptos or the Integrated Learning Center in Watsonville.

The English faculty appreciates the hard work you are putting into your coursework in English 100 and looks forward to reading your essays at the end of the semester.
December 4, 2002

English Department
Cabrillo College
6500 Soquel Drive
Aptos, CA  95003

RE: Portfolio Evaluation

To the Portfolio Committee:

I have attached for your consideration two sample essays that I have written during this semester in English 100. I have chosen these essays because I believe they best represent who I am and also, because I enjoyed writing them.

My first essay, “The Surfer Nation,” was an assignment to observe and write on a speech community. I chose to write on the surfer community because I am part of that community, and I also wanted to show how surfers are stereotyped by their language. I did my research by observing my surfer friends in their homes and out in the water and I also went to a local surf shop in order to watch some “weekend surfers” talk. In addition to observations, I considered my experience with surfers from around the world that I know from travel and competition. This essay was very interesting for me; I hadn’t paid too much attention to my speech until taking the time to make these observations and then record them.

The second essay that I choose is, “A Non-traditional Education.” The assignment was to compare online versus classroom education and since I am doing both, it was an interesting assignment. This essay, like the previous one, is very personal. My education has been non-traditional in the sense that I was home-schooled, along with my five siblings, until age sixteen when I started attending Cabrillo and De Anza. Besides academics, travel and work have been part of my education and each of these experiences has shaped who I am. English 100 has been my first online course and I have enjoyed learning this way. Because I travel regularly, often out of the country, doing online work will enable me to continue with school and compete in contests. On the other hand, because my job is video filming and editing, I will need to be attending classes in order to continue learning these skills. Writing this essay made me think about what I am doing and why, and to consider it beyond just what is convenient for me.

Thank you for reading these essays. I hope that through them you will know one student who is being challenged to keep learning at Cabrillo.

Sincerely,

#708278